DOCUMENT RESUME

ED 188 014 CE 025 872

TITLE	Project CHOICE: #152. A Career Education Unit for Grades 1 and 2. The Dentist. (Health Occupations Career Cluster).
INSTITUTION	Kern County Superintendent of Schools, Bakersfield, Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jan 78
NOTE	51p.: For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 880-881, CE 025 883, and CE 025 885-893.
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Career Awareness; Career Development; *Career Education; *Dentists; Educational Resources; Elementary Education; Grade 1; Grade 2; Health Occupations; Instructional Materials; Learning Activities; Lesson Plans; Occupational Clusters; Occupations; Teaching Guides; Units of Study
IDENTIFIERS	Project CHOICE

ABSTRACT

This teaching unit on the dentist is part of the Health Occupations Career Cluster included in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education). The units are designed to provide the classroom teacher with a source of career-related activities linking first and second grade classroom experiences with the world of work. Each unit follows a typical format that includes the unit rationale, goals, performance objectives, entry-level assessment, suggested instructional materials (including books, films, and filmstrips), and instructional strategy. The instructional strategy section contains seventeen lessons designed to help students become more aware of the responsibilities of dentists and those who work for them. Each lesson is comprised of the following sections: purpose, materials, introduction, class activities, and summary activity. Task cards are appended. (This guide is one of fourteen in the series for grades 1 and 2.) (LRA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED188014

OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS

Project CHOICE

#152

A CAREER EDUCATION UNIT FOR GRADES 1 AND 2

THE DENTIST

(Health Occupations Career Cluster)

CE 008 872

2

January, 1978

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

Patricia Alexander
Kernville Union School District
Robin Cole
Standard School District
Carol Hatcher
Beardsley School District
James Murphy
Greenfield Union School District
Dan Sawyer
Tehachapi Unified School District
Sharon Shires
Rio Bravo - Greely Union School District
Cynthia Silliman
Richland School District

Janet S Wells

Janet Wells
Career Education Resource Teacher
Guidance Services

HEALTH OCCUPATIONS
CAREER CLUSTER:

THE DENTIST

CONTENTS

	Page
TEACHER'S GUIDE	1
Rationale	1
Goals	1
Performance Objectives	1
Entry Level Assessment	2
Evaluation	2
Suggested Instructional Materials	2
Community Resources	4
Instructional Strategy: Lessons 1 - 7	5
TASK CARDS 1 through 17	28

HEALTH OCCUPATIONS CAREER CLUSTER:

THE DENTIST

TEACHER'S GUIDE

RATIONALE

Most children have been to a dental office or clinic and have been in contact with the people who work there. Children should realize the importance of taking good care of their teeth and having regular dental check-ups. In this unit, children will become more aware of the responsibilities of the dentist and those who work with him. The activities are designed to promote good dental health, introduce terminology, and give some background related to dentistry. Job appreciation and job responsibilities connected with the dentist are also explored.

GOALS

Through this unit, the students will:

- -Learn about the operation of a dental office.
- -Become aware of the services provided by the dentist and his job responsibilities.
- -Gain an understanding of the job responsibilities of the other workers in the office.
- -Become aware of the special training and equipment used in a dental office.
- -Become aware of career opportunities in a dental office or clinic involving dentistry and specialized areas.
- -Acquire an understanding of the relationship between educational skills and those skills needed to work in a dental office.
- -Gain an understanding of the needs for practicing good dental health.

PERFORMANCE OBJECTIVES

The students will be able to:

- -Name at least two other workers necessary in the operation of a dental office and their job responsibilities.
- -List five job responsibilities of a dentist and briefly describe each one.

-List some special equipment used by the dentist.

-Tell about the training necessary to become a dentist.

-Relate school skills to skills used on the job for each worker in the dental office.

-Describe what is meant by practicing good dental health and tell why it is important.

ENTRY LEVEL ASSESSMENT

Use this informal inventory to determine class awareness of dentistry:

1. Who has been to a dentist? Tell what he did.
2. How many other people work in a dentist's office? What do they do?
3. What special equipment is used by the dentist?
4. What kind of training did the dentist have in order to do his job?
5. In what ways are school subjects (math, art, reading, science, music) important in dentistry?
6. What is meant by practicing good dental health? Why is it important?

EVALUATION

The final lesson has been set aside for evaluation. The Entry Level Assessment may be used as a pretest as well as a post-test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

SUGGESTED INSTRUCTIONAL MATERIALS

The following materials and equipment should be used in this unit:

-Library books as listed.
-Films and filmstrips as listed.
-Tapes and tape recorder.
-Newspapers and magazines.
-Art materials.
-Task cards.
-Film and filmstrip projector.
-Record player.
-Study prints as listed.

Films:

Teeth Are to Keep
Good Health Practices
Healthy Teeth
Winky, the Watchman
Your Teeth
Teeth Are for Chewing
What's Good to Eat
Getting Ready for Dentist
Teeth Are for Keeping

Filmstrips:

My mother is a Dental Assistant
Dentist
Billy Meets Tommy Tooth
Happy Days with Jane
Save Those Teeth
All About Teeth

Study Prints:

Health Helpers, SP 6068

Books:

Title	Dewey Number	Author
Let's Go to a Dentist	617.6 (PRI)	N. Buchheimer
I Want to Be a Dentist	617.6 (C12)	C. Greene
Our Tooth Story: A Tale of 20 Teeth	617.6	E. Kessler
How Many Teeth?	612 (Sci P)	P. Showers
Our Friendly Helpers		E. Hoffman

AVAILABLE IN INSTRUCTIONAL RESOURCES CENTER (IRC): OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations.)

Films:

Health-You and Your Helpers, MP 3811
Teeth White-Teeth Bright, MP 3917
Teeth Are to Keep, MP 3916

Filmstrips:

Let's Visit the Dentist, FS 3861

COMMUNITY RESOURCES

The following persons may be utilized in the dental unit:

-Nurse
-Dentist
-Parents

Most school nurses have materials concerning dental help. In the school, the following materials should be available:

Scott, Foresman and Company c1971
Health and Growth - Book 1 and 2
Filmstrip - All About Teeth

Colgate Professional Services Department
Colgate - Palmolive Company
740 North Rush Street
Chicago, Illinois 60611
Soundstrip - How to Be a Good Landlord to Your Teeth

Additional Resources:

Explorer Scouts
Scout Headquarters
2417 M Street
Bakersfield, Calif. 93301

Womens Auxilliary to
Kern County Dental Society
Mrs. Richard Hall, Dental Health Chairman
Bakersfield, Calif.
327-1049
(Contact well in advance.)

INSTRUCTIONAL STRATEGY: LESSONS 1 - 7

Lesson 1

PURPOSE

To develop an awareness of the operation of a dental office.

MATERIALS

1. Tape
2. Tape recorder.
3. Entry Level Assessment.
4. Butcher paper.
5. Felt tip pen.
6. Book: Let's Go to the Dentist, by M. Buchheimer.
7. Task Cards 1 to 3.
8. Worker wheel (for reference only), next page.

INTRODUCTION

Say: "Have you ever been to the dentist? Why did you go? When you arrived at the office who did you see first? What did that person do? What happened next? Who was responsible for that work? Did you notice anyone else working in the office? How were you able to tell the difference between the patients and the workers?"

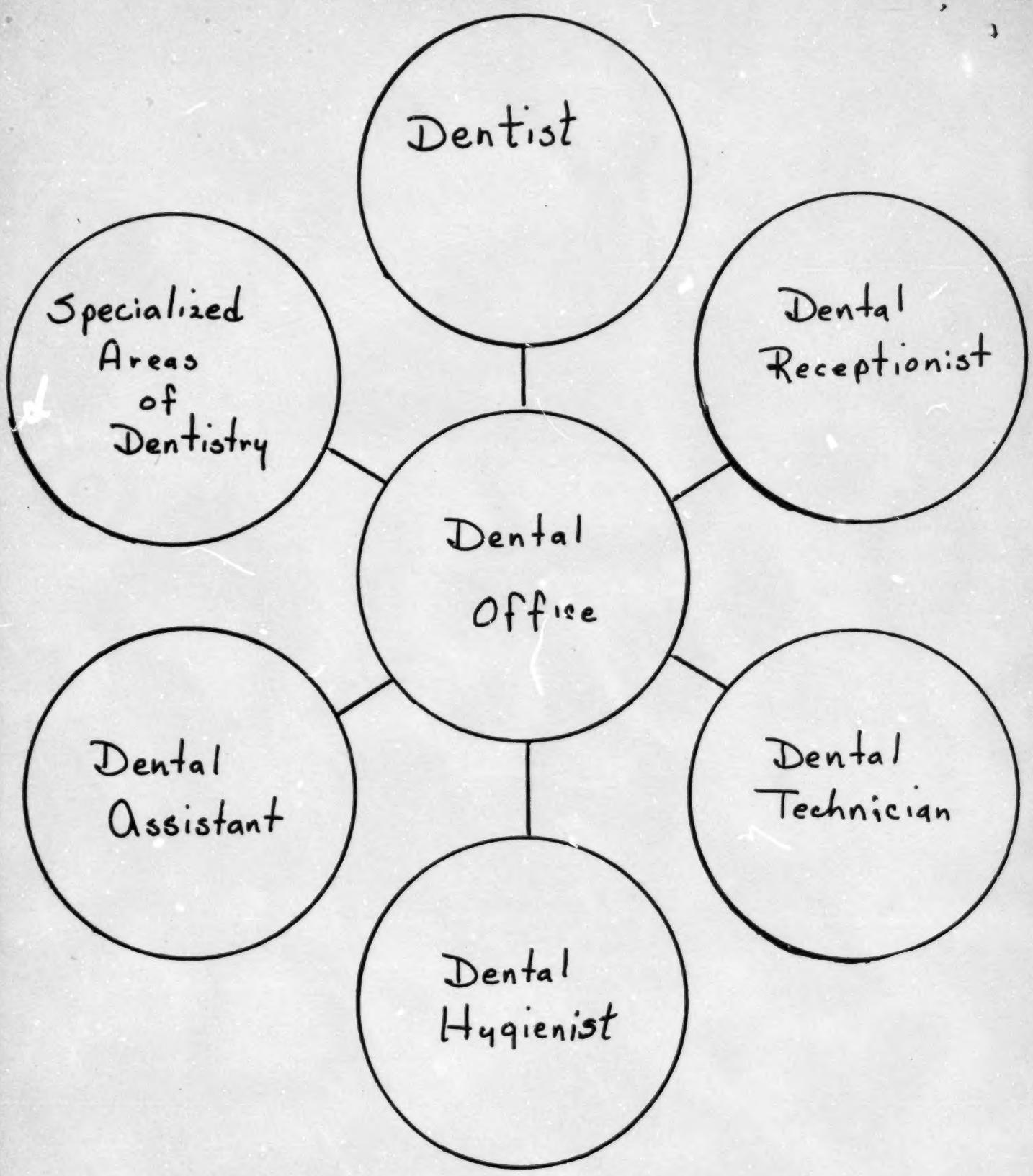
CLASS ACTIVITIES

1. Take the Entry Level Assessment.
2. Class discussion based on introduction.
3. Read Let's Go to the Dentist.
4. List the workers needed to operate a dental office.
5. Make a worker wheel and then compare with the one on the next page.
6. Do task cards.

SUMMARY

1. Review of the worker wheel.
2. Individual reports from students using task cards.

WORKER WHEEL



10

Lesson 2 (This lesson may take 2 days.)

PURPOSE

To gain an awareness of the services provided by the dentist and his job responsibilities.

MATERIALS

1. Resource person: local dentist* and/or
2. Film or filmstrip about dentists (may be available through school nurse, Dental Auxiliary and Superintendent of Schools. (See materials and resource sections at front of unit).
3. Film or filmstrip projector.
4. 12 x 18 lined newsprint and manila paper.
5. Felt pen.
6. Posters on Dentist and responsibilities, next pages.
7. Teacher reference: Definition of Titles, following Lesson 3.
8. Posters of dental equipment, next pages.

INTRODUCTION

Say: "What is the difference between a product and a service? (Hold discussion) Does the dentist provide a service or sell a product? How do you feel when the dentist makes his services available to you? What kinds of tasks does the dentist perform? What special equipment does he use? Let's write a group story about a dentist. We will pretend that we have need of the services provided by the dentist. Some of us will make illustrations to go with the story so we can make a book for our library."

CLASS

1. Listen to dentist visitor and ask questions and/or
2. View film or filmstrip.
3. Write a story with a group.
4. In a small group, illustrate various tasks performed by the dentist.

SUMMARY

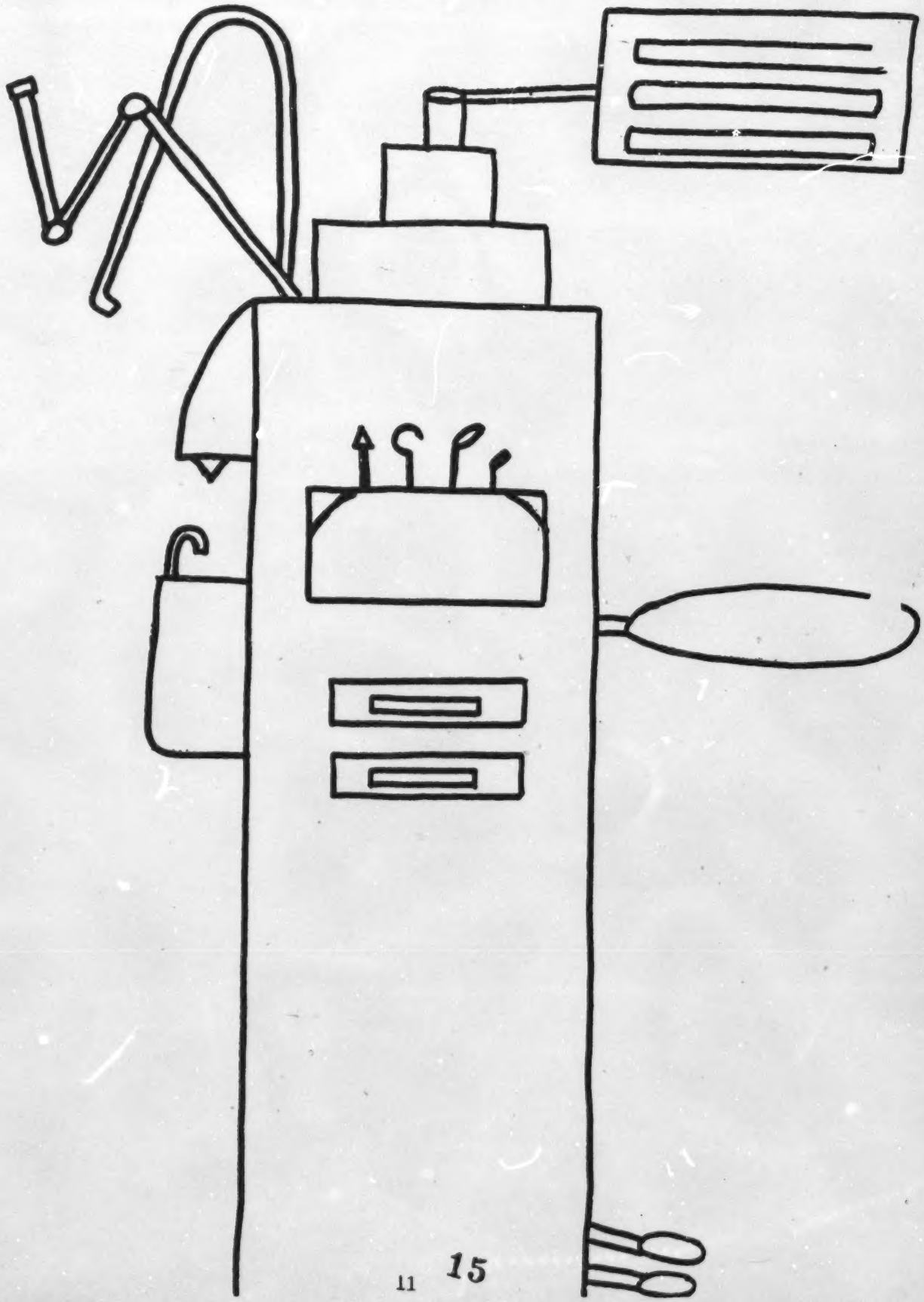
1. Read the group story.
2. Individuals share pictures for the book.
3. Children put the book together.

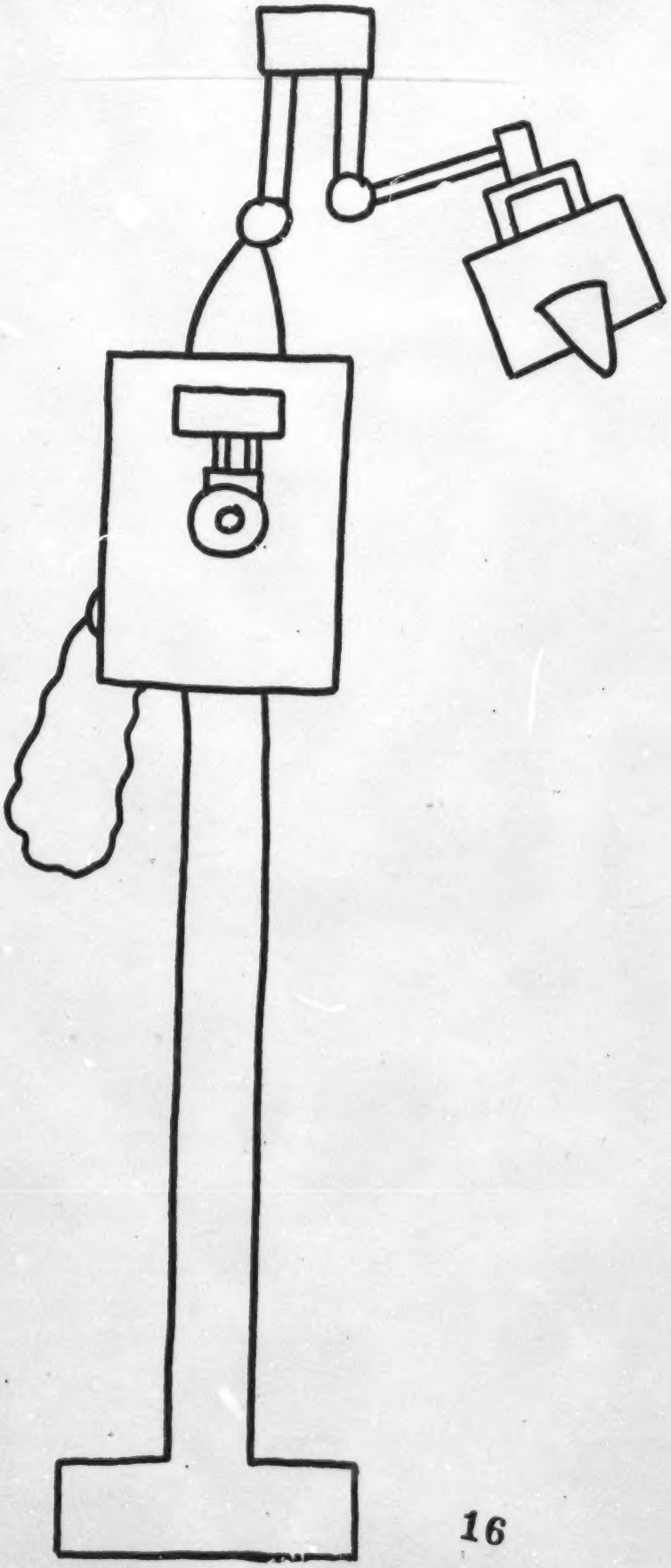
*Note to teacher: Resource persons should be contacted well in advance and they should be given a list of suggested questions such as the "Interview Sheet" included on page 19.

1 The dentist does things for your teeth that you cannot do for yourself. Examples:

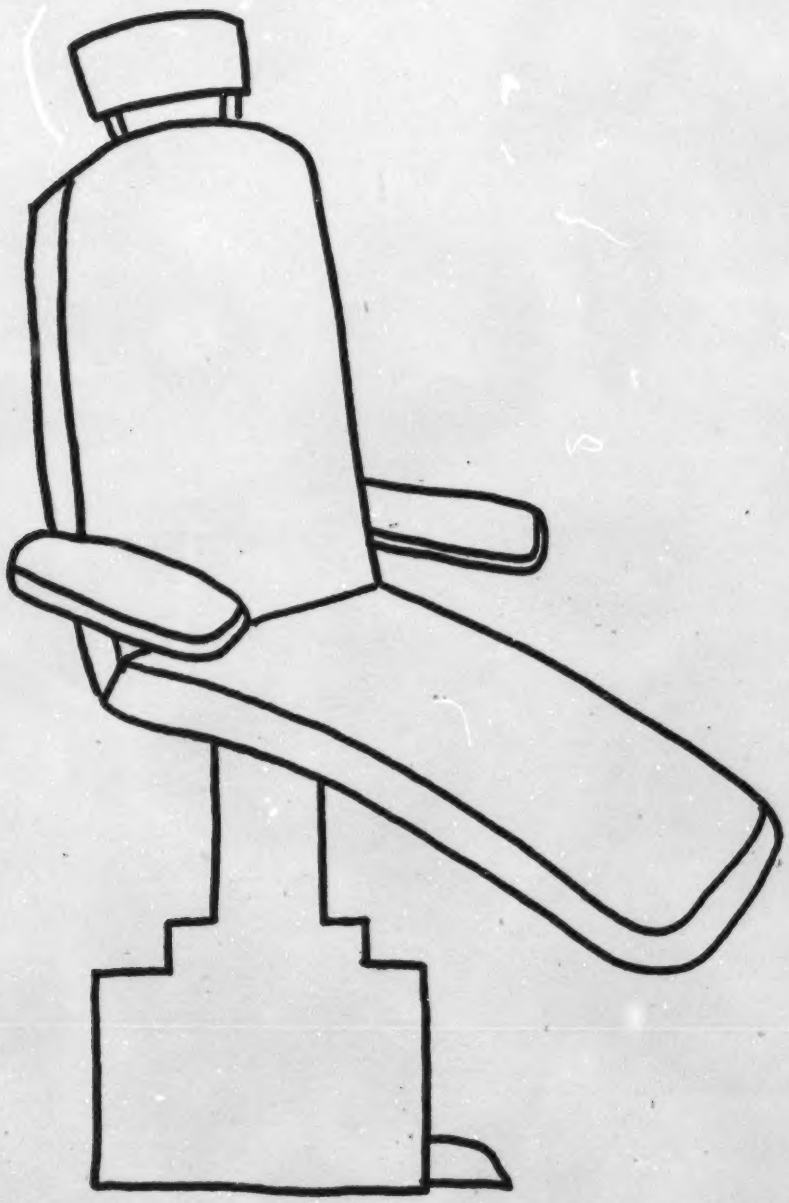
- Examines teeth and gums and determines whether all teeth are growing properly. Corrects small problems before they become big ones.
- Cleans teeth, removing stains and hard material which daily toothbrushing doesn't remove.
- Checks for cavities, which he may need an X-ray to detect.
- May apply fluorides to surfaces of teeth to harden tooth enamel, making it more resistant to mouth acids which cause tooth decay.

13

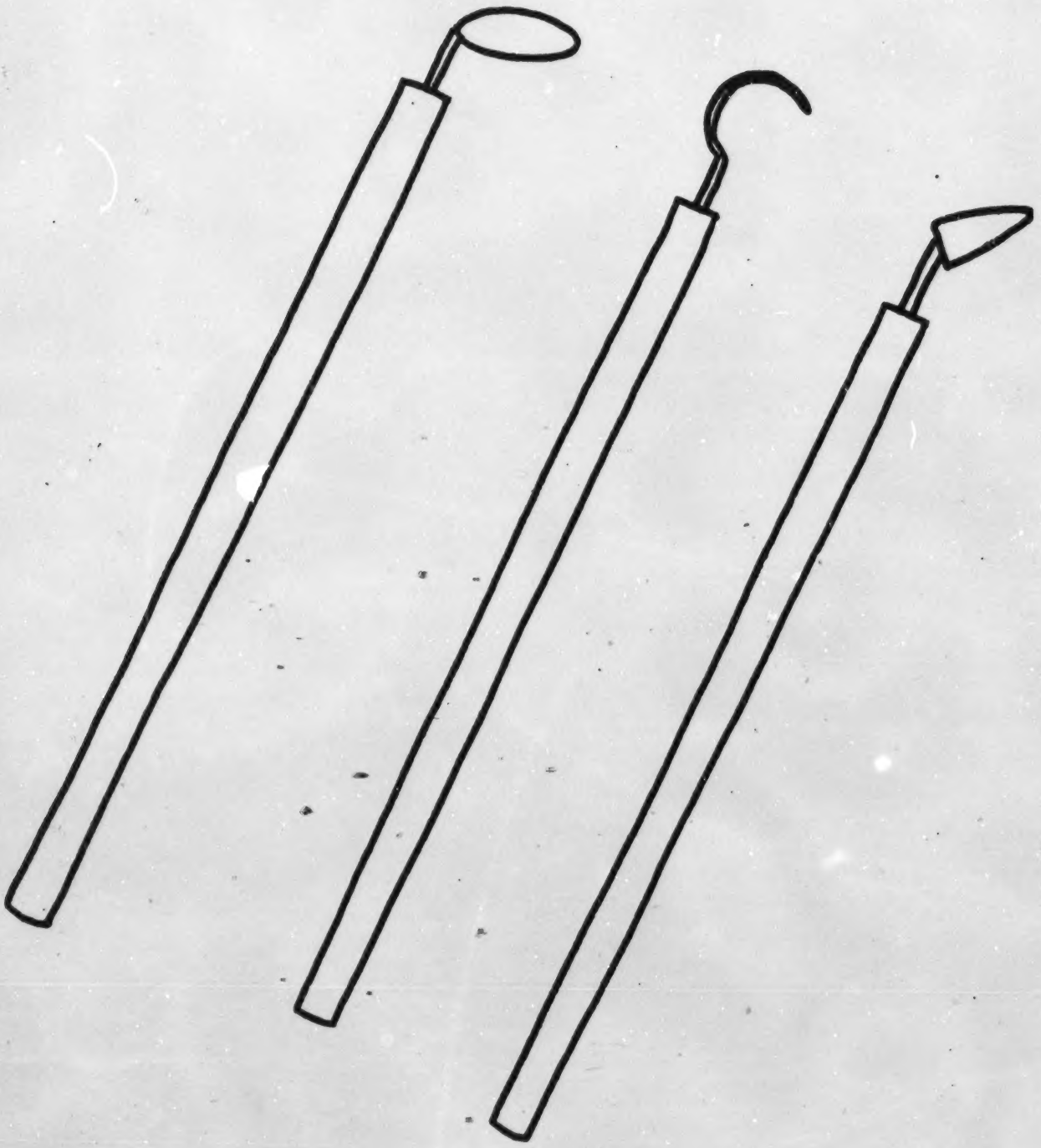




16



17



18

Lesson 3 (This lesson may take 2 days.)

PURPOSE

To develop an awareness of the other workers in a dental office or clinic and to gain an understanding of their job responsibilities.

MATERIALS

1. Dental office job descriptions, next page.
2. Optional: resource person from dental office (see suggestions in Community Resources section).*
3. Worker wheel - flannel board.
4. Task cards 4 to 7.
5. Flash card game, next pages.

INTRODUCTION

Say: "Let's look at our worker wheel again." (Place Dental Office and Dental Assistant on the flannel board) "How do you think this person helps the dentist?" (If needed, refer to Teacher Reference: Definitions of Titles.) "Have you ever watched someone having their teeth cleaned? What did the worker do?" (Refer to teacher reference: Definitions of Titles, and place Dental Hygienist on the flannel board.) "What do you think the responsibility of the Dental Technician is?" (Place the title on the flannel board and refer to Definitions of Titles.) "When you first enter the dental office, who do you see? What is that person doing? How do they help you? The dentist?" (Place Dental Receptionist on the flannel board and refer to Definitions of Titles.)

CLASS ACTIVITIES

1. Have a class discussion based on Introduction.
2. Play the flash card game.
3. Do task cards.
4. Optional: Listen to resource person and ask questions.

SUMMARY

1. Review job titles and descriptions.
2. Individual reports from children using task cards.

*Note to teacher: Resource persons should be contacted well in advance and they should be given a list of suggested questions such as the "Interview Sheet" included on page 19.

Teacher Reference:

Dictionary of Occupational Titles

Definitions of Titles:

Dental Assistant: Records dental treatment rendered. Seats patients and prepares him/her for treatment. Arranges dental instruments, materials, medications and hands these to the dentist as needed. Keeps oral operating area clear during dental procedures by use of suction devices, water sprays, cotton rolls and holders. Mixes cements, using spatulas, glass, slabs and paper pads. Reassures the patient through conversation and actions. Gives emergency treatment under dentist's direction. Sterilizes instruments and stores them. Pours, trims, and mounts plaster models from impressions taken by the dentist. Explains postoperative care, oral hygiene, and importance of preventive dentistry. May expose and process dental x-ray film as directed by the dentist. May process gold restorations and dentures.

Dental Hygienist: Performs dental treatment and instructs groups and individuals in care of teeth and mouth. Cleans teeth and swabs gums with medication. Charts conditions of decay and disease for diagnosis and treatment by the dentist. Lectures community organizations and other interested groups regarding oral hygiene. May expose and develop x-ray film, apply medications, prepare filling materials and sterilize instruments.

Dental Technician: Fabricates full and partial dentures, using wax and plaster models, surveyors, tooth-color scales, articulators, and electric grinders and polishers. Constructs crowns, inlays, and wire frames using gold or platinum wire. Constructs porcelain teeth from impressions, using powdered porcelain and water.

Dentist: Diagnoses and treats diseases, injuries, and malformations of teeth and gums and related oral structures. Examines patient to determine nature of condition, utilizing x-rays, mouth mirrors, explorers and other diagnostic procedures and instruments. Cleans, fills, extracts, and replaces teeth using rotary and hand instruments, dental appliances, medications and surgical instruments. Designs and fits bands and other orthodontic devices to straighten teeth.

Dental Receptionist: Answers telephones and arranges appointments for the dentist. Collects and distributes messages. Keeps files up-to-date and pulls files for the dentist when patient arrives.

FLASH CARD GAME (Page 1)

Ditto the job titles so that each child will have a complete set. As the teacher names one of the responsibilities from the list, the children hold up the job title. Remember that some duties overlap, so ther may be more than one correct answer. If so, have the children justify their answer.

Job Responsibilities:

1. Takes x-rays and develops them.
2. Cleans a patient's teeth.
3. Arranges dental tools and hands them to the dentist.
4. Drills and fills teeth.
5. Makes dentures.
6. Diagnoses and treats diseases or injuries to the teeth or mouth tissue.
7. Makes appointments for patients.
8. Talks to community organizations about oral hygiene.
9. Makes plaster models from impressions.
10. Operates the suction machine.
11. Extracts teeth or replaces teeth.
12. Keeps patients files in order.
13. Explains post-operative care.
14. Applies medication to gums.
15. Can give emergency treatment to a patient.
16. Reassures patients and adjusts chair so patient is comfortable.
17. Sterilizes instruments.
18. Uses exploratory instruments and mirror to check teeth.
19. Makes wire frames for straightening teeth.
20. Answers the telephone courteously.

FLASH CARD GAME (PAGE 2)

JOB TITLES

D E N T A L A S S I S T A N T	D E N T A L H Y G I E N I S T
D E N T A L T E C H N I C I A N	D E N T I S T
D E N T A L R E C E P T I O N I S T	

INTERVIEW SHEET

Suggested questions for dental resource persons:

1. How many people work in the dental office?
2. How are responsibilities shared or separated?
3. What are the services a dentist performs?
4. What tools are the most often used?
5. Why do some dentists use music in their offices?
6. How many years does a dentist have to go to school and train before he can begin to practice dentistry?
7. How is a tooth filled?
8. Why is it necessary for people to have several teeth pulled even if they are not decayed?
9. What basic rules do you suggest for us to remember to practice good dental health?
10. Why are there several different types of braces? Describe them briefly and explain when each type is used.

Teacher Reference:

Specialized Areas of Dentistry
Information Sheet

There are eight major areas of specialization recognized by the American Dental Association.

Dental Public Health: The control and prevention of dental diseases and the promotion of oral health through organized community efforts. It is a form of dental practice which treats the community as a patient, rather than the individual.

Endodontics: Deals with the causes, diagnoses, prevention and treatment of diseases of the pulp and other dental tissues which affect the vitality of teeth.

Oral Pathology: Studies the nature of diseases of the mouth, causes, processes and effects. As a diagnostician, the oral pathologist does not necessarily treat the diseases directly, but may provide counsel and guidance to other specialists who do provide treatment.

Oral Surgery: Performs diagnostic, operative and related services dealing with diseases, injuries and defects in the jaws and associated structures.

Orthodontics: The science of tooth and oral structure development. The Orthodontist treats problems related to irregular dental development, missing teeth and other abnormalities in order to establish normal functioning and appearance by use of devices.

Pedodontist: Dentistry limited to the treatment of children, adolescents and young adults whose dental development is not complete.

Periodontology: The science of diseases which affect the oral mucous membranes as well as other structures which support and surround the teeth. This may include treatment of these conditions.

Prosthodontics: The science and art of replacing missing natural teeth and associated structures with fixed or removable substitutes.

Lesson 4

PURPOSE

To enable children to realize the importance of the special training required to work in a dental office or clinic and the types of equipment used.

MATERIALS

1. Book I Want to Be a Dentist, by C. Greene.
2. Posters of equipment from Lesson 2.
3. Task cards 8 and 9.

INTRODUCTION

Say: "A dentist needs to have special training in order to do his job. He must know many things about teeth and gums. He must know how to diagnose the various diseases that affect the teeth, gums and mouth. He must know how teeth fit together to properly bite and chew. He uses special equipment and needs to learn how to use it. I will show you some illustrations of the various types of equipment you might find in a dental office. Have you ever seen any of these things?"

CLASS ACTIVITIES

1. Have a class discussion based on introduction, using posters of equipment.
2. Read the book.
3. Use the task cards.

SUMMARY

1. Review of discussion and book.
2. Individual reports from children using task cards.

Lesson 5

PURPOSE

To develop an understanding of the relationship between educational skills and those skills needed to work in a dental office or clinic.

MATERIALS

1. Butcher paper.
2. Felt pen.
3. Task card 12.

INTRODUCTION

Say: "Think about what we study in school. How would this be useful to you if you were a dentist? Let's list how you would use reading, speaking, spelling, arithmetic, social skills." (These headings should be on the butcher paper before the lesson begins.)

CLASS ACTIVITIES

1. Have a class discussion based on introduction.
2. Do task card.

SUMMARY

1. Review of chart and add any new ideas.
2. Individual reports from children using task cards.

Lesson 6

PURPOSE

To help children become more aware and understand the need for practicing good dental health.

MATERIALS

1. Suggested film: Teeth White-Teeth Bright #3917. (Available from Instructional Resource Center, Superintendent of Schools.)
2. School nurse.
3. Butcher paper (if nurse needs it).
4. Felt pen (if nurse needs it).
5. Task cards 13 to 18.
6. Posters on Brushing and Diet, next pages.

INTRODUCTION

Say: "How many of you ate a good breakfast? What did you eat? After breakfast, I hope you remembered something very important. Raise your hand if you know what I mean. Good! I'm really proud of you, but---why did you brush your teeth? It isn't always possible to brush your teeth after eating, especially at noon when you have lunch at school. What could you bring in your lunch that might help your teeth?"

CLASS ACTIVITIES

1. Have a class discussion based on introduction.
2. View the film.
3. With the nurse, discuss proper food and brushing teeth.
4. Do task cards.

SUMMARY

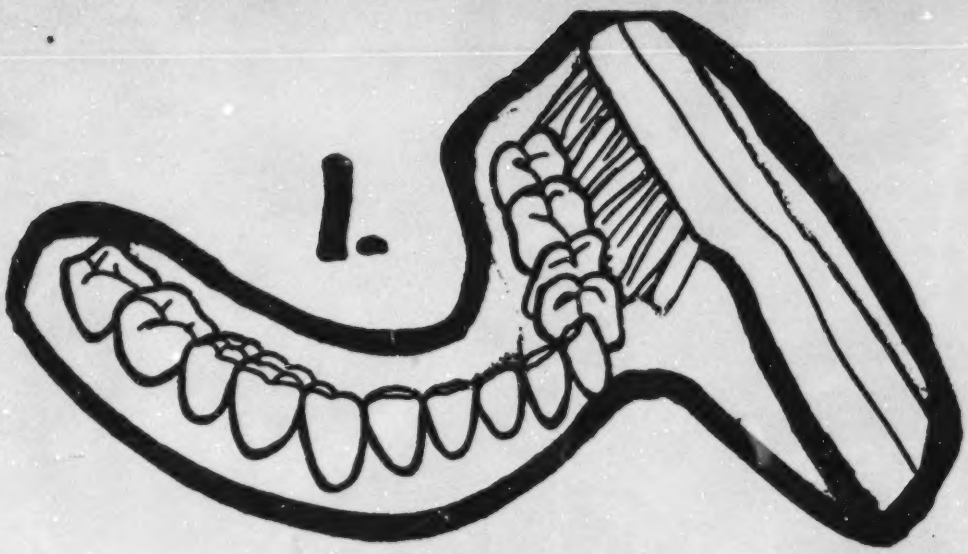
Individual reports from children using task cards.

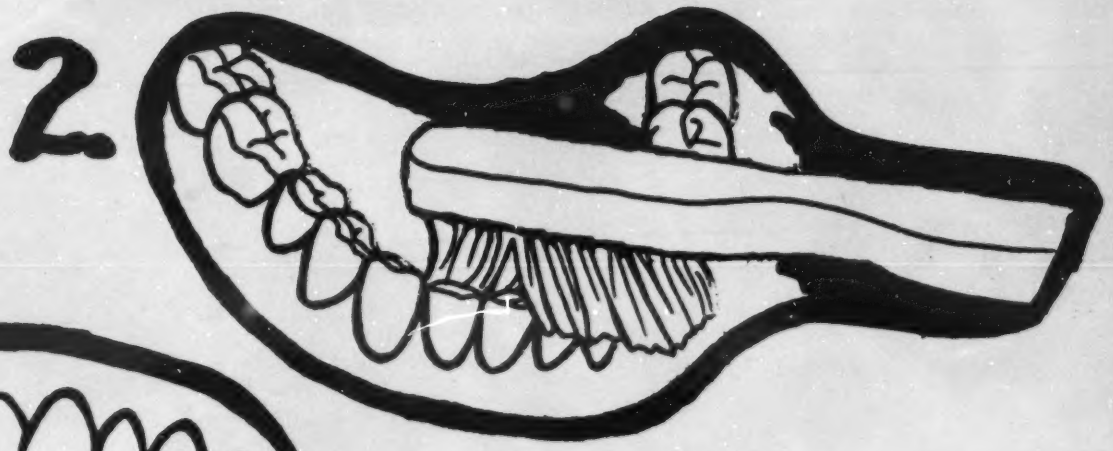
2 Brushing promptly and thoroughly after eating helps protect your teeth:

- If food containing sugar is left on the teeth, it unites with bacteria to form mouth acids which attack tooth enamel, leading to cavities.
- The way you brush is important; make certain that food particles are not allowed to remain on teeth. Starting on the gums, brush down from the top, inside and out; up from the bottom inside and out; and across the tops.
- When you can't brush, swish water between teeth to try to get rid of bits of food.

Morning and Night

Brush Right


1.


2.

3.

4.

3 The variety of foods recommended for general good health helps in the development and maintenance of healthy teeth and gums.

- Important foods are milk and other dairy products, meat, fish, poultry, eggs, fruit, vegetables, bread and cereal.
- Crunchy fruits and vegetables may be especially beneficial through their detergent action in helping clean bits of food from around teeth.
- Foods containing sugar should be eaten in moderation and should not be allowed to remain on teeth. Certain mouth bacteria use such foods to produce acids which attack tooth enamel.

Lesson 7

PURPOSE

To help children assess their growing awareness of the dental office and the workers' responsibilities.

MATERIALS

1. Tape from pre-test.
2. Entry Level Assessment.
3. Tape recorder.
4. Tape.
5. Task cards 1 through 17.

INTRODUCTION

Say: "Today we will find out how much we've learned about dentistry. Let's listen to the tape we made before we began our unit. Then we'll make a new tape and find out how much more we know now."

CLASS ACTIVITIES

1. Listen to pre-test tape.
2. Make a new tape as a post-test.
3. Free use of task cards.

SUMMARY

The children should feel free to discuss what they have learned about dentistry.

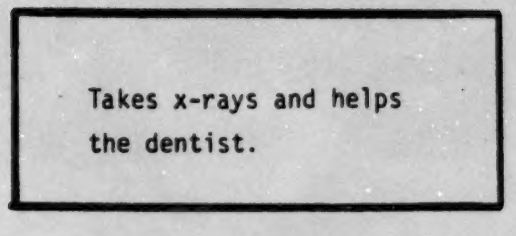
You need:

1. Skill as an actor
2. Two friends

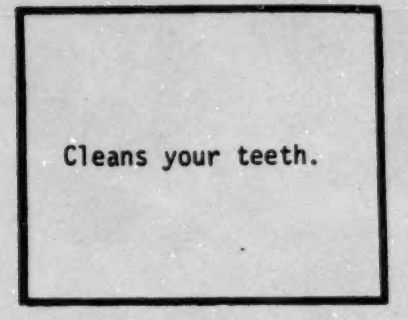
Select a job.

Act out what the worker does.

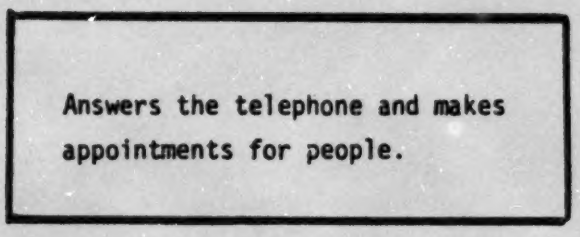
Dental Technician



Dental Assistant

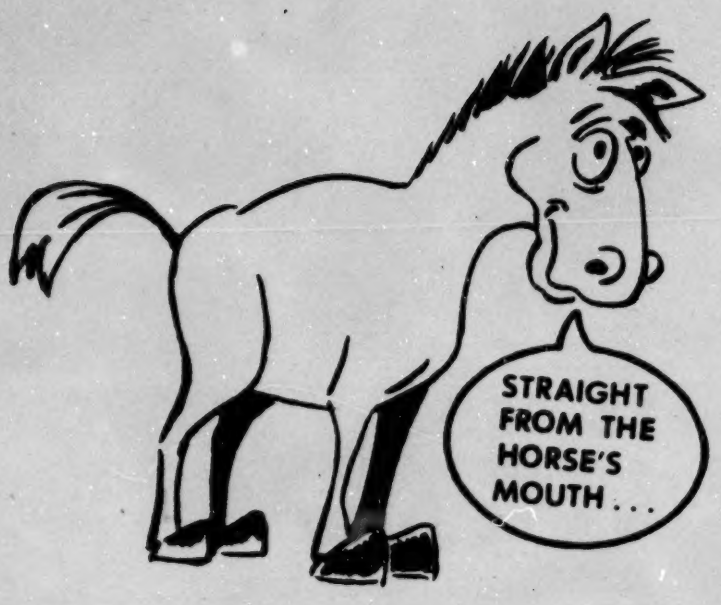


Dental Hygienist



Dental Receptionist

Dentist



HEE! HEE!

You need:

1. Paper
2. Pencil

Pretend you are a dentist and have just opened your office.

Write a story about one of the following:

1. My First Patient
2. The Broken Tooth
3. The Big Cavity
4. How to Take an X-Ray
5. How to Fill a Tooth
6. How to Pull a Tooth

WHAT SHALL I WEAR?

You need:

1. manila paper
2. crayons

Choose a friend to work with you. Dental workers usually wear uniforms to work in. If you were a dentist what colors would you wear? Design a uniform that you would like to wear. Sometimes a dentist will wear a different color for each day of the week. Remember that girls can be dentists, too!

WHAT WILL I BE?

You need:

1. 12 x 18 manila paper
2. Crayons
3. Paper
4. Pencil

Which is your favorite dental office worker? Color a picture to share with the class. Then write what job you would enjoy doing if you were that person.

You need:

1. Paper
2. Pencil

Write a riddle about one of the dental office workers. Read it to a friend. See if they can guess the correct answer.

MAY I HELP YOU?

You need:

1. desk
2. telephone
3. chairs
4. stepstool
5. pencil
6. paper

You need five or six to help. Choose a corner of the room and set up a dental office. Decide who will be patients and office workers. Plan a play to share with the rest of the class.

ARTISTS ALL

You need:

1. mural paper
2. paint
3. brushes

Choose three friends to work with you. Make a mural of the dentist's office. Be sure to show each of the workers and one of their responsibilities.

DON'T BE LEFT OUT IN THE COLD!

You need:

1. books
2. a partner

Find books about dental workers.

Read one of the books together. Share with others your favorite part of the book.

DON'T BE A LONER

You need:

1. film strip
   or
   a book about dental workers
2. some friends

Choose a book or filmstrip and look at it with a friend.

Plan to share what you learned with the class.

1. View the filmstrip or read the book.
2. Quietly pantomime what you saw.
3. Do the pantomime for the class.
4. Let them ask questions to help them guess what you learned.

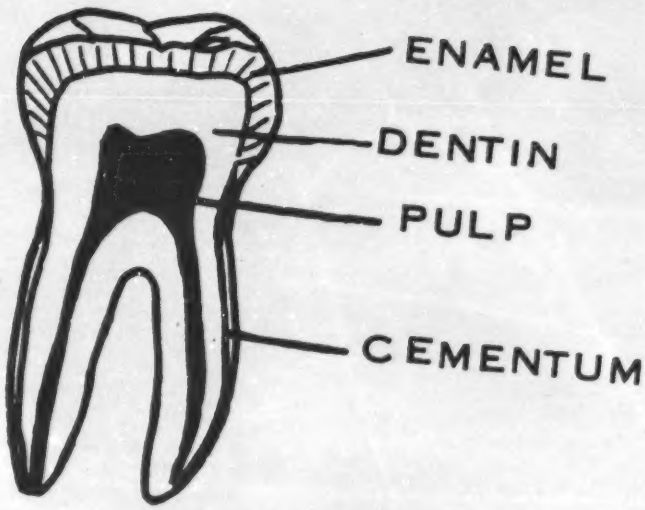
I'M O.K.

You need:

1. dentures
2. large toothbrush
3. mirror

Look in the mirror. Count your teeth. How many do you have? Look at the dentures. Count the teeth. How many are there. Practice with the dentures and the toothbrush the correct way to brush your teeth.

14



A HEALTHY TOOTH

You need:

1. pencil
2. paper

Pretend you are a healthy tooth. Someone has taken good care of you. Tell how you feel and what has been done so you can stay healthy.

15

SKILLS WANTED

You need:

1. crayons
2. 12 x 18 manila paper

Choose three friends to work with you. Each of you choose one of these to illustrate:

1. How a dentist uses arithmetic skills.
2. How a dentist uses reading skills.
3. How a dentist uses writing skills.
4. How a dentist uses his skillful hands.

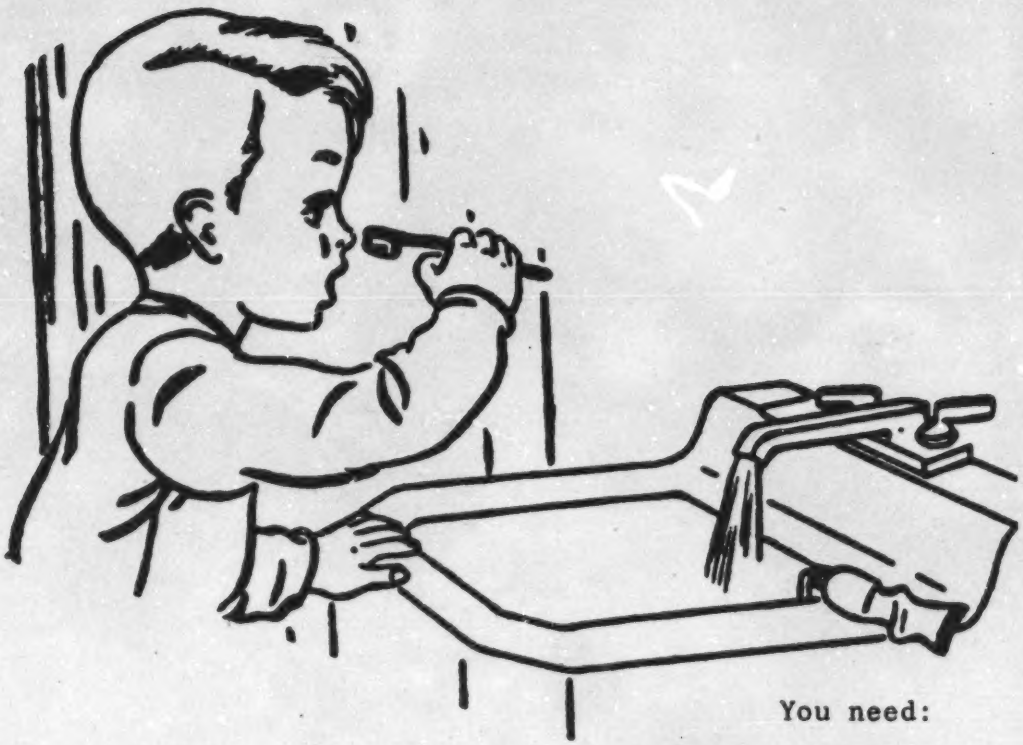
DENTAL HEALTH WEEK

You need:

1. scissors
2. paste
3. construction paper
4. butcher paper
5. crayons

Choose two or three friends to work with you. Make a large poster to advertise Dental Health Week. Make it colorful and eye-catching. Remember, you want everyone to read the poster and practice good dental health.

HOW CAN I . . . . . .



You need:

1. paper
2. pencil
3. 12 x 18 manila paper
4. crayons

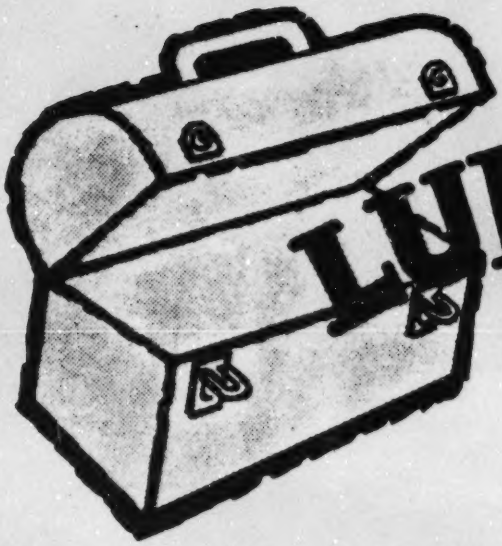
Choose three friends to work with you. Think of four rules to help you take good care of your teeth. Make posters to illustrate your rules.

GOOD MORNING

You need:

1. magazines
2. scissors
3. paste
4. construction paper

Plan a healthy breakfast. Find the food you would eat and cut it out of the magazines. Paste these pictures on a piece of construction paper. If you have time, you may plan another breakfast.



LUNCH BOX

You need:

1. magazines
2. scissors
3. paste
4. construction paper

Look through some magazines. Think of the foods that would be good for you if you were going to pack your lunch box. Fold the construction paper to make an envelope for your lunch box and print your name on the outside. Now, cut out pictures of the food you want to put in your lunch. Paste them on smaller pieces of construction paper and put them inside the lunch box.

PARTY TIME

You need:

1. magazines
2. scissors
3. paste
4. construction paper

Plan a dinner party for your family. Remember to use foods that help to keep you healthy. Cut out the food pictures and paste them on a piece of construction paper.